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Wyoming Central School District
Special Education Plan
2026-2027

Commitment to Lifelong Learning

Board of Education

Benjamin Chamberlain, President
Nicole White, Vice President
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Kaitlyn Bush
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Jordan Wetherwax
Barry True

Administrative Team

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Meghan Barker, Director of Student Services
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Mark Bissell, Transportation Director
Matthew Hollister, IT Director
Tim Anderson, Director of Facilities

Committee on Special Education

Meghan Barker, CSE Chairperson
Christina Griffith, CSE Secretary
Erica Miller, School Psychologist
Special Education Teachers:
Kristina Baker, Stephen Sovocool, Laurie Schaller, Elizabeth Giglia

Committee on Preschool Special Education

Meghan Barker, CPSE Chairperson
Christina Griffith, CPSE Secretary
Professional from Evaluation Center, as assigned
Jamie Hudson, Wyoming County Preschool Representative
Deborah Johnson, Genesee County Preschool Representative

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Mission

The mission of the Wyoming Central School, in partnership with the community, is to enable each student to reach his or her highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community.

School History

The Wyoming Central School traces its history back to 1817.

We are a member of the Genesee Valley Educational Partnership, located on a site of approximately twenty acres just outside the village of Wyoming in the picturesque county of Wyoming. We are proud of our small class size and high achievement goals. The average class size in grades K-8 is sixteen. We have tuition agreements with four area high schools for students (and parents) in grades nine through twelve to select from. Transportation is provided by the District.

We offer unique educational opportunities to our students. Music and art are offered to all students in grades K-8. Students receive instruction in Spanish at the middle school level. We have after-school sports and transportation provided for additional educational opportunities. The District enjoys a very high ratio of computers to students. A comprehensive special education program serves the District's classified students. The District benefits from an excellent relationship with the community. The PLUS-PTO (People Lending Us Support) program is a very active group and offers its support to the district throughout the year.

With small classroom sizes, family atmosphere and community support, students receive the attention they need to become the best they can be.

Belief Statements

All students have the right to:

- A personal and caring connection.
- Competent, caring teachers and administrators.
- Learn based on their innate abilities and effort through the creation of an educational environment that engages students in academic work and rigorous expectations, resulting in high achievement.
- Attend a school that promotes health and safety.
- Reach their full potential through an engaging, creative, and supportive environment.
- Be encouraged to think critically.
- Literacy instruction that prepares them for participation in a democratic society.

It is the purpose and intent of the Wyoming Central School and the Board of Education, in conjunction with the Special Education Department, to identify all students suspected of having a disability. Such identification will be completed in accordance with section 200.4 of the Commissioner's Regulations. This plan satisfies the requirements set forth in section 200.2(c)(2), which states each Board of Education shall have available for public inspection and review an acceptable plan that explains the special education program in our School District.

Upon completion of the evaluation, the Committee on Special Education (CSE), as appointed by the Board of Education, will determine if classification and placement are necessary. All students so identified will be placed in accordance with existing State and Federal Regulations. Students who are found to have disabilities will be provided educational opportunities in the Least Restrictive Environment and be given all the guarantees of due process and equal access as required by regulation.

Philosophically, the school district believes that all children should be educated in an environment that challenges their academic and social potential, regardless of individual, physical, emotional, or socioeconomic limitations. All children have equal access to all school programs. Wyoming Central School does not discriminate on the basis of race, creed, color, national origin, sex, age, disability, or marital status.

Description of the Nature and Scope of Special Education Programs

Purpose of Plan:

In line with current regulations detailing Board of Education responsibilities, Wyoming Central School has created and outlined this District Plan. The aim of this plan is to provide a comprehensive overview of the special education programs within the Wyoming Central School District. The District Plan contains no personally identifiable data and is available for public inspection.

Description of District:

The Wyoming Central School District, situated in Wyoming County, is primarily a rural community located about 45 miles south of Rochester. The district consists of one school, Wyoming Central School, which offers education from pre-kindergarten through 8th grade. As of August 2026, the district serves a total of 138 students (Public School Review) (Public School Review).

For more details, you can visit the Wyoming Central School District's official website or educational resources such as Public School Review and New York Schools.

Assumptions:

This plan is predicated upon certain suppositions about factors, which exist or will exist for the duration of this plan. They include:

1) It is assumed that State and Federal Laws and Regulations concerning the education of children with disabilities continue to be reviewed and revised.
2) It is assumed that financial assistance from the State and Federal government will be maintained or increased to support these programs.
3) It is assumed that the early identification and screening of children with disabilities will be refined and will serve to identify greater numbers of children at an earlier age.
4) It is assumed that educating special education students within the Least Restrictive Environment will continue to be a priority.

5) It is assumed that parents will become increasingly cognizant of their rights to be involved in the special education process and will exercise these rights to a greater degree.
6) It is assumed that the need for related services will increase with the types and levels of special education children being served.

Nature and Scope of Special Education Programs:

Wyoming Central School in New York employs a total of 17-20 teachers for the K-8 enrollment of 138 students for the 2026-27 school year. The school is dedicated to providing quality education and services to meet the needs of all students within the district.

The District contracts with external agencies and institutions for services not available within its facilities. These partners include Genesee Valley BOCES, Monroe I BOCES, School of the Holy Childhood, Crestwood Children's Center (Hillside).

The special education program serves all students identified by the Committee on Special Education (CSE). Referrals for consideration are made by parents or school staff. Each student undergoes a comprehensive psychological and educational evaluation, physical examination, social history, and classroom observation before being recommended for placement by the CSE.

The District also operates a Committee on Preschool Special Education (CPSE), responsible for identifying and providing services to students aged 3-5 within the district boundaries. The county contracts with approved preschool providers to deliver appropriate services to students deemed eligible by the CPSE.

For further details, you can visit the New York State Education Department's data site (NYSED Data) (NYSED Data).

Related Services:

Wyoming Central School is committed to ensuring that special education students receive the related support services they require. These services are recommended by the Committee on Special Education (CSE) to address the specific needs of students with disabilities. Details such as the provider, frequency, and duration of each service are clearly outlined in the student's Individualized Educational Plan (IEP).

The related services available to students at Wyoming Central School include, but are not limited to:

- Speech and Language Therapy
- Psychological Counseling
- Occupational Therapy
- Physical Therapy
- Vision Therapy
- Autism Consultant Hours

These services are tailored to support students in achieving their educational goals and improving their overall well-being.

Resource Room:

Resource room programs shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs.

The composition of instructional groups in a resource room program shall be based on the similarity of the individual needs of the students according to:

• levels of academic or educational achievement and learning characteristics;
• levels of social development;
• levels of physical development; and
• the management needs of the students in the classroom.

Consultant Teacher – Direct/Indirect Services:

Wyoming Central School employs special education teachers who are assigned to each grade level to provide Consultant Teacher and Academic Support services for students within the general education environment. This allows students to receive special education support within their general education classes and to participate in learning alongside their peers who do not have disabilities. At this level, special education services may be delivered as a direct and/or indirect service. Type and amount of service is based on individual student needs.

15:1 Special Classes:

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers. The maximum class size for special classes containing students whose management needs interfere with the instructional process, to the extent that an additional adult is needed within the classroom to assist in the instruction of such students, cannot exceed 15 students.

Out-of-District Programs:

An out of district placement is made when an appropriate program is not offered within the district. Neighboring school districts and the Genesee Valley BOCES provide the least restrictive environment for a majority, but not all, of these students. Cross Contracts with other BOCES, as well as private programs, are considered on an as-needed basis for individual students, as well.

Test Access and Accommodations for Students with Disabilities:

The purpose of testing accommodations is to enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. Testing accommodations provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability. Testing accommodations promote the access of students with disabilities to assessment programs as well as to more challenging courses and programs. Testing accommodations should not be

excessive and should alter the standard administration of the test to the least extent possible.

Testing accommodations are neither intended nor permitted to:

- Alter the construct of the test being measured or invalidate the results.
- Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions.
- Substitute for knowledge or abilities that the student has not attained.

Requests for Annual Review Meetings:

Annual reviews are within a 12-month calendar. We schedule students by anniversary dates. If you are classified on May 15, 2026, your next meeting will be on or before May 14, 2027. All parents are sent a letter at least five (5) days in advance notifying them of the date and time. Also, they are notified of who will be in attendance at that meeting. All general education teachers submit paperwork declaring performance being made in their class. The Special Education Teacher assigned to that student is responsible for notifying and collecting such reports and submitting them to the CSE office as well as completing the draft document of the new IEP prior to the meeting.

Special Education Referral Process:

Wyoming Central School uses the (RTI) Response To Intervention as a guide to help refer student to the CSE process. The process is as follows:

1) **TIER 1**: List of steps taken in the classroom as classroom-based interventions by the teacher.

2) **TIER 2:** Detailed narrative of the tier 2 intervention services the student has received during the current year.

3) **TIER 3**: Detailed narrative of the tier 2 intervention services the student has received during the current year. The referring teacher should also research & identify any interventions the student received in previous school years that lend support to the referral.

The following data must be collected and be no less than 30 days elapsed (updated assessments may be necessary if referral falls between benchmarks):

a) i-Ready
b) Diagnostic Testing Completed on Data Wall
c) Oral Reading Fluency
d) Sample of student work (reading, writing, math)
e) Any current medical/diagnosis information relevant to the referral

4) Administrator's Authorization

They also use teacher observation, parent concern and testing results to guide them. However, these should not be held in isolation. Meaning, if a student does poorly on a test, they should not be referred. If a parent thinks that their child would benefit from Special Education services, does and should not mean to automatically start the CSE process. Other steps and communication must occur before moving forward in the process.

Once they have been identified by the RTI process and communicated with the parents, the following things start to move forward;

1. REFERRAL

2. PARENTAL NOTICE AND CONSENT

3. EVALUATION

4. ELIGIBILITY RECOMMENDATION/IEP

5. IMPLEMENTATION

6. ANNUAL REVIEW within one year of IEP

7. REEVALUATION triennially

Section 408:

Each student with a disability who needs special education services must have an IEP developed by a CSE, or CPSE. The IEP is the document that guides the delivery of specially designed instruction to meet the student's needs. Therefore, school personnel with responsibility for implementing a student's IEP must have that information readily available to them.Section 4402(7) of the Education Law, as amended by Chapter 408 of the Laws of 2002, addresses a school district's responsibility to ensure that copies of IEPs are provided and individuals informed of IEP implementation responsibilities prior to the implementation of a student's IEP. The Board of Regents adopted regulations to implement the requirements of Chapter 408 to ensure that school personnel and other service providers that are charged with the implementation of a student's IEP have the information necessary to fulfill their IEP responsibilities for each student.

Declass Paperwork:

The Board of Education recognizes it may be appropriate to declassify some students with disabilities. The CSE, or the CPSE, as applicable, is responsible for making this judgment, while adhering to the requirements of federal and state law and regulation. Prior to determining that a student is no longer eligible for special education services for reasons other than graduation or age, the CSE or CPSE shall arrange for a reevaluation of each student with a disability. A multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability, shall conduct the reevaluation. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of the reevaluations must be addressed by the CSE or CPSE in a meeting to determine the student's continued eligibility for special education services. The District will provide the parents with copies of reevaluation reports and other documentation related to a determination of eligibility for special education services.

Program Goals and Objective:

The primary goal of the District's special education program is to maximize the academic and functional achievement of all students with disabilities residing in the district in accordance with the following objectives:

1. To provide a free appropriate education in the Least Restrictive Environment for resident students with disabilities between the ages of 3 and 21 or until a high school diploma has been awarded, whichever shall occur first.

2. To ensure that students with disabilities have the opportunity to be involved in and to progress in the general education curriculum to the maximum extent appropriate to the needs of each individual student and to provide them with appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.

3. To maintain a CPSE and CSE for the purposes of evaluating students suspected of having disabilities and for placement of students with disabilities in appropriate programs. The CPSE and CSE will monitor the progress of all students with disabilities and will report annually to the Board of Education regarding the status of each individual student.

4. To ensure effective communication and collaboration between the CPSE, CSE, school staff and parents and to ensure that parents are advised of their due process rights.

5. To ensure the establishment of procedures to implement the provisions of Part 200 of the Commissioner's Regulations for Students with Disabilities.

6. To provide the human and material resources necessary for the implementation of a continuum of programs and services to meet the academic, social, physical and management needs of students with disabilities.

7. To provide, to the greatest extent appropriate, adaptation and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate.

8. To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability.

9. To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.

10. To provide professional development for all personnel who work with students with disabilities in order to ensure that they have the skills and knowledge necessary to meet the unique needs of all students.

Evaluation of the District Plan:

Progress toward the goals and objectives of the Special Education District Plan will be measured through the following means:

1. The progress of individual students toward their IEP goals will be determined on at least an annual basis. At these Annual Reviews, IEP will be reviewed and adjusted to meet the needs of each student.

2. Reevaluations will be conducted at least every three years to gather additional specific assessment data to make individual student IEP adjustments and improvements.

3. Teacher observations, conferences and professional development opportunities will be reviewed for effectiveness toward meeting the needs of students with disabilities.

4. District accountability data, including progress toward the goals identified in the New York State Performance Plan, will be reviewed to assess the achievement outcomes of students with disabilities and progress toward the special education program objective

5. The Special Education District Plan will be reviewed and updated annually.

Plan to Ensure Availability of Instructional Materials in Alternative Formats:
The District will provide alternative format materials to students with disabilities who have been determined, by the CSE, to need their instructional materials to be provided in an alternative format. "Alternative format" is defined, in Section 200.2 of the Commissioner's Regulations, as any medium or format for the presentation of instructional materials other than a traditional print textbook that is needed as an accommodation for a student with a disability who is enrolled in the school district. It includes, but is not limited to, Braille, large print, open and closed caption, audio, or an electronic file that is appropriate to meet the needs of the individual student.

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities and the District participates in the National Instructional Materials Access Center (NIMAC). This national effort to centralize the distribution of instructional materials in alternate formats helps to guarantee timely provision of such materials to students. In purchasing instructional materials, the District gives preference to vendors who agree to provide materials in a usable alternative format. In addition, all purchase orders for textbooks or other related materials include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC.

When a student requires instructional materials to be provided in an alternative format, as per their IEP, the assigned Special Education Teacher notifies the CSE Chairperson who arranges for the materials to be provided, at no cost to the family or student, in a timely manner, via the appropriate source, which includes, but is not limited to, Bookshare.org and Recordings for the Blind and Dyslexic (RFB&D).

Allocation of Space Within District/BOCES:

In keeping with the Least Restrictive Environment model, the majority of students with disabilities receive special education services within the general education classroom. It is the District's belief that students with disabilities should be instructed in the general education setting to the maximum extent possible. If a special class is required in order to meet a student's academic and management needs, the classroom should be in close proximity to other classrooms of the same age and grade level students to enable the student to participate in general education whenever appropriate.

In addition to district-based special education programs and classes, the District will work with the Genesee Valley BOCES (BOCES) to ensure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Budget to Support Special Education Programs (including staff salaries):

2025-26 Final Expenditures = $696,802.70 (includes salaries, but not benefits)
2026-27 Projected SPED Budget = $1,057,308.00 (includes salaries, but not benefits)

Availability of District Plan:

The Special Education District Plan is filed with the CSE Chairperson and is available for public inspection and review by the Commissioner.

Number and Age Span of Students Served:

The following data tables summarize the District students served in preschool or school-age programs by age, disability area and type of placement, as of the Special Education Snapshot date as of October, 2024.

Preschool Child Count Report by Race and Ethnicity October 2025 Snapshot (Preschool Children Receiving Special Education Services As of October 1, 2025)

	A	B	C	D	E	F	G	H	I
Preschool Students with Disabilities Receiving Special Education Services on October 1, 2025 (Age is as of October 1, 2025)	**Hispanic or Latino**	**American Indian or Alaska Native (Not of Hispanic Origin)**	**Asian (Not of Hispanic Origin)**	**Black or African American (Not of Hispanic Origin)**	**Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)**	**White (Not of Hispanic Origin)**	**Two or More Races (Not of Hispanic Origin)**	**Total (2025-26)**	**Total (2024-25)**
Age 3	0	0	0	0	0	1	0	1	1
Age 4	0	0	0	0	0	2	0	2	1
Total	0	0	0	0	0	3	0	3	2

Preschool LRE Setting Report October 2025 Snapshot

Educational Environment	**A**	**B**	**C**	**D**
	Age 3	**Age 4**	**Total October 1, 2025**	**Total October 2, 2024**
1. Attending a regular early childhood program for **10 or more hours** a week and receiving the majority of hours of special education and related services in the regular early childhood program	0	2	2	0
2. Attending a regular early childhood program for **10 or more hours** a week and receiving the majority of hours of special education and related services in some other location.	0	0	0	0
3. Attending a regular early childhood program for **less than 10 hours** a week and receiving the majority of hours of special education and related services in the regular early childhood program	1	0	1	0
4. Attending a regular early childhood program for **less than 10 hours** a week and receiving the majority of hours of special education and related services in some other location	0	0	0	0
5. Separate Class	0	0	0	0
6. Separate School	0	0	0	0
7. Residential Facility	0	0	0	0
8. Home	0	0	0	2
9. Service Providers Location	0	0	0	0
Total	1	2	3	2

WYOMING CSD:

Line Number	**Primary Service Provider BEDS Code**	**Primary Service Provider Name**	**Number of Students Provided Preschool Special Education by Type of Service**		
			Related Services Only	**All Other Preschool Services**	**Total**
1		**Total for All Providers**	3	0	3
2	671501640107	COUNTY OF WYOMING	3	0	3